



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13612 S. 36th Street, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Carrie Furedy
Schedule : 07:15 AM to 03:45 PM
Grades : K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-2600
Fax Number : (480) 496-9036
E-mail : kinouy@kyrene.org

Mission

Kyrene School District seeks to inspire and engage our diverse community of students, staff, families and citizens to ensure continuous academic achievement and personal growth for every student.

Our mission at Kyrene de la Colina is to foster an innovative, motivating and nurturing environment where a community of staff, parents and students work respectfully and collaboratively to support a strong educational foundation for all children.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Colina students will increase their understanding of mathematical concepts and applications as measured by the AIMS/DPA.
- ü Colina students increase their reading fluency and reading comprehension as measured by the AIMS/DPA.
- ü Colina students will improve in the area of writing as measured by the AIMS/DPA.

Enrollment

October 1, 2005 School Year Student Enrollment : 619
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 49

Instructional Programs

- Ü Gifted Education
- Ü All Day Kindergarten
- Ü Special Education
- Ü K-3 Academic Intervention
- Ü Literacy Specialist
- Ü Art, Music, PE
- Ü Technology Based Learning
- Ü Native American Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Colina staff recognizes that a strong parent-school relationship is critical in creating a productive and positive teaching and learning community. Our responsibility is to be proactive when communicating with parents regarding school issues and concerns to improve relations and parental involvement in the educational process. We strive to maintain a safe and orderly environment to maximize student achievement.

Parents

Parents are encouraged to communicate with the teacher, support their child's learning and contact the school if their child is absent. Parents are an intricate part of the decision-making and are active in providing support through PTO membership. Essential to the education of our students is the shared responsibility between parents and teachers in their student's academic, disciplinary, and homework efforts.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Excelling School	2006
Ü Special Student of the Year from CEC	2005
Ü Red Cross Student Certifications for CPR, First Aid	2006
Ü Sunwise Helios Leadership Award (School Sun Safety)	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1893	80010	98	98	99	475	481	447	4	3	10	9	8	18	54	47	53	32	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	934	38935	100	99	99	477	483	447	2	2	9	11	8	19	54	49	55	34	41	17
Male	58	959	40974	97	98	98	474	480	448	7	4	11	7	9	18	55	46	52	31	41	19
African American	15	150	4201	100	96	99	444	447	430	20	7	17	13	17	23	53	59	51	13	17	9
Hispanic	13	296	34545	100	98	99	456	459	432	8	6	14	15	14	24	46	56	53	31	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	76	1214	35142	99	99	99	482	490	465	1	2	5	7	5	11	57	45	56	36	47	28
Students with Disabilities	16	252	10161	94	91	93	433	447	419	19	16	28	25	22	28	44	40	36	13	21	8
Students without Disabilities	98	1641	69849	99	100	100	482	486	451	2	1	7	6	6	17	56	49	56	36	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	397	39029	100	97	98	433	452	432	18	10	14	14	16	25	61	54	52	7	20	9
Non-Economically Disadvantaged	86	1496	40981	98	99	100	489	489	462	NA	1	6	7	6	13	52	46	54	41	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1871	79438	98	97	98	478	479	451	3	2	9	15	12	24	55	63	56	27	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	929	38775	100	98	99	484	484	457	2	2	7	11	9	22	63	65	58	25	25	13
Male	58	942	40560	97	96	97	472	474	446	3	3	12	19	16	25	48	61	54	29	20	9
African American	15	147	4178	100	94	98	458	454	439	13	5	13	27	27	29	40	58	52	20	10	6
Hispanic	13	292	34297	100	97	98	462	462	434	8	4	14	23	19	31	46	65	50	23	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	76	1203	34887	99	98	98	482	485	471	NA	1	4	11	9	15	62	64	63	28	26	18
Students with Disabilities	16	231	9588	94	83	88	426	447	416	6	10	30	56	29	32	31	48	34	6	13	5
Students without Disabilities	98	1640	69850	99	100	100	486	483	456	2	1	7	8	10	23	59	65	59	31	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	28	385	38685	100	94	97	441	452	435	11	6	14	36	25	32	39	59	50	14	9	5
Non-Economically Disadvantaged	86	1486	40753	98	98	99	490	486	467	NA	1	5	8	9	16	60	64	62	31	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1898	79971	97	99	99	458	454	423	3	3	8	21	25	41	67	64	49	10	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	938	38974	100	99	99	466	469	437	2	2	5	16	17	33	70	70	57	13	12	4
Male	56	960	40895	93	98	98	450	440	410	4	4	10	25	33	47	64	58	41	7	5	2
African American	15	151	4203	100	96	99	426	429	411	7	8	11	40	32	45	53	56	43	NA	5	2
Hispanic	12	299	34481	92	99	99	457	440	410	NA	3	10	25	34	46	67	60	43	8	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	75	1211	35150	97	99	99	462	459	437	3	2	5	16	22	35	72	67	56	9	9	5
Students with Disabilities	14	257	10258	82	92	94	434	412	377	7	11	23	50	44	51	36	42	25	7	3	1
Students without Disabilities	98	1641	69713	99	100	100	461	461	429	2	1	5	16	22	39	71	68	52	10	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	27	401	38994	96	98	98	432	430	409	4	6	10	44	36	47	48	54	41	4	3	1
Non-Economically Disadvantaged	85	1497	40977	97	99	100	466	461	437	2	2	5	13	22	34	73	67	56	12	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2050	80147	98	98	99	518	515	482	2	3	11	5	7	17	44	44	49	49	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	987	39281	98	99	99	518	516	483	NA	2	9	4	7	17	47	44	50	49	47	24
Male	55	1063	40780	98	98	98	518	515	482	4	3	12	5	7	17	42	44	48	49	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	15	339	33494	100	98	99	492	498	466	7	4	15	13	12	23	60	53	49	20	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	64	1270	36122	98	99	99	527	522	501	NA	1	5	NA	5	10	45	41	50	55	52	35
Students with Disabilities	NC	234	10295	NC	89	92	NC	474	443	NC	14	33	NC	22	26	NC	44	33	NC	20	8
Students without Disabilities	97	1816	69852	99	100	100	520	520	488	1	1	7	5	5	16	43	44	51	51	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	18	405	38371	95	97	97	473	484	465	11	9	15	6	13	23	78	57	49	6	22	13
Non-Economically Disadvantaged	82	1645	41776	99	99	100	528	523	498	NA	1	6	5	6	11	37	41	49	59	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2024	79686	98	97	98	493	494	470	3	3	11	8	12	24	76	72	57	13	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	980	39163	98	98	99	501	498	475	NA	2	9	9	10	22	71	73	60	20	15	10
Male	55	1044	40438	98	97	97	486	490	465	5	4	13	7	13	25	80	71	54	7	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	14	335	33299	93	97	98	471	479	452	NA	4	17	14	19	32	86	70	47	NA	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	64	1254	35914	98	98	98	503	502	489	NA	1	5	5	8	15	78	74	67	17	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	97	1813	69878	99	100	100	494	498	475	2	1	8	8	10	23	76	74	61	13	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	18	393	38095	95	94	97	461	471	452	6	8	17	22	24	32	72	62	48	NA	7	3
Non-Economically Disadvantaged	82	1631	41591	99	98	99	500	500	486	2	2	6	5	9	16	77	74	65	16	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2042	80372	96	98	99	500	501	475	2	1	4	6	14	30	88	79	64	4	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	989	39452	98	99	99	518	513	488	NA	1	3	2	9	22	91	83	72	7	8	3
Male	53	1053	40836	95	98	98	486	489	464	4	2	6	9	19	37	85	76	56	2	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	13	339	33608	87	98	99	493	487	462	NA	2	6	NA	21	36	100	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	63	1260	36213	97	98	99	512	506	489	NA	1	2	6	11	22	87	82	72	6	6	3
Students with Disabilities	NC	230	10526	NC	87	94	NC	461	427	NC	5	15	NC	41	53	NC	53	31	NC	2	1
Students without Disabilities	95	1812	69846	97	100	100	502	506	482	2	1	3	5	10	26	88	83	69	4	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	18	400	38521	95	96	98	483	480	461	NA	2	6	11	29	38	89	67	55	NA	3	1
Non-Economically Disadvantaged	80	1642	41851	96	99	100	504	506	489	3	1	3	5	10	22	88	82	72	5	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2071	79306	98	98	99	542	551	504	5	3	13	14	7	20	41	41	49	40	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1006	38845	100	99	99	541	553	505	3	3	11	15	6	20	46	42	50	36	48	18
Male	64	1065	40383	97	98	98	543	549	504	8	3	14	13	9	19	36	39	47	44	48	19
African American	13	157	4171	100	99	98	504	517	485	23	10	20	15	13	26	46	48	44	15	28	10
Hispanic	15	315	32673	100	97	99	518	531	487	7	5	18	20	11	25	47	50	46	27	34	10
Asian/Pacific Islander	10	177	2147	100	99	99	NA	579	539	NA	3	5	NA	4	10	NA	28	46	NA	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	90	1375	36234	98	98	99	551	556	523	2	2	6	12	6	13	39	39	52	47	52	28
Students with Disabilities	12	231	10286	100	87	91	497	486	462	25	23	41	25	24	27	33	41	27	17	12	5
Students without Disabilities	119	1840	69020	98	100	100	547	559	510	3	1	9	13	5	18	42	41	52	42	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	22	335	37437	100	96	97	493	515	486	18	10	19	32	16	26	36	51	46	14	23	9
Non-Economically Disadvantaged	109	1736	41869	98	98	100	552	558	521	3	2	7	10	6	14	42	39	51	45	53	27

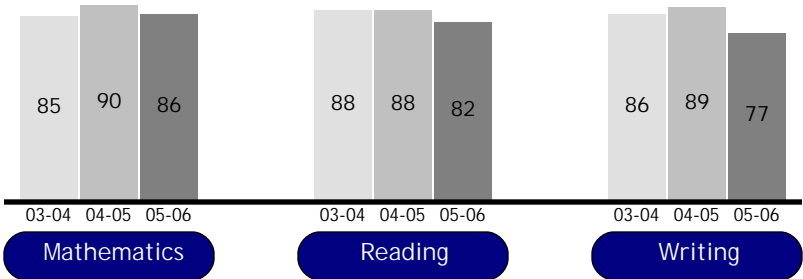
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2042	79000	98	97	98	518	518	489	1	2	10	15	11	24	65	68	58	20	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	995	38774	100	97	99	522	522	494	NA	1	7	12	8	22	66	70	61	22	20	10
Male	64	1047	40150	97	96	98	514	514	485	2	3	12	17	14	25	64	65	55	17	18	8
African American	13	155	4153	100	97	98	484	491	476	8	6	13	31	26	30	62	61	53	NA	6	4
Hispanic	14	312	32508	93	96	98	507	503	472	NA	3	15	21	16	33	79	72	49	NA	9	3
Asian/Pacific Islander	10	176	2142	100	98	99	NA	530	510	NA	3	4	NA	8	14	NA	61	67	NA	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	91	1355	36135	99	97	98	525	524	508	NA	1	4	9	8	14	66	68	67	25	22	15
Students with Disabilities	11	202	9991	92	76	88	466	473	449	9	13	33	55	39	36	27	41	29	9	7	2
Students without Disabilities	120	1840	69009	99	100	100	523	523	495	NA	1	6	11	8	22	68	71	62	21	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	324	37234	95	93	97	481	490	472	5	6	15	33	23	33	52	65	50	10	6	3
Non-Economically Disadvantaged	110	1718	41766	99	97	99	525	524	505	NA	1	5	11	9	16	67	68	65	22	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2066	79611	97	98	99	524	525	496	2	2	7	19	24	37	79	72	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1008	39016	100	99	99	536	539	511	1	1	4	10	14	29	88	82	66	NA	3	1
Male	62	1058	40519	94	97	98	511	513	482	2	2	10	29	33	44	69	64	46	NA	1	0
African American	11	154	4188	85	97	98	531	511	486	NA	3	9	18	37	40	82	59	50	NA	1	0
Hispanic	14	318	32855	93	98	99	514	513	481	7	3	10	7	29	43	86	68	47	NA	1	0
Asian/Pacific Islander	10	176	2149	100	98	100	NA	540	519	NA	2	4	NA	16	24	NA	78	70	NA	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	91	1372	36380	99	98	99	525	529	511	1	1	4	19	21	30	80	75	65	NA	2	1
Students with Disabilities	NC	228	10664	NC	85	94	NC	472	440	NC	9	23	NC	57	54	NC	33	22	NC	0	1
Students without Disabilities	121	1838	68947	100	100	100	527	532	504	1	1	4	18	20	34	81	77	61	NA	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	20	333	37626	91	96	98	495	502	479	NA	5	10	40	38	45	60	56	45	NA	1	0
Non-Economically Disadvantaged	109	1733	41985	98	98	100	529	530	511	2	1	4	16	21	30	83	76	65	NA	2	1

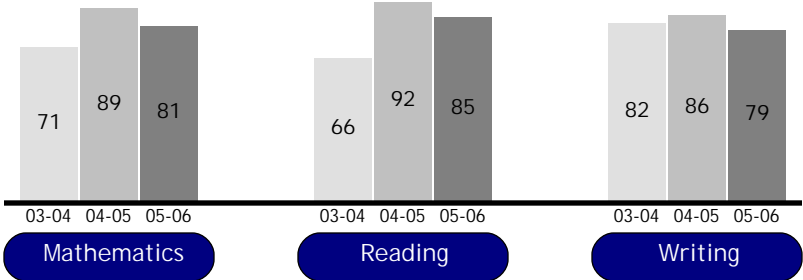
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	71	NA	58	99	66	60	47	95	70	65	46
	Language	98	69	60	50	99	62	58	47	95	72	65	48
	Mathematics	99	82	76	64	100	70	66	50	98	79	73	52
3	Reading	100	69	NA	55	100	64	59	44	99	65	68	46
	Language	98	69	72	61	100	62	57	44	98	63	63	46
	Mathematics	99	82	78	61	100	69	67	51	99	70	75	52
4	Reading	99	81	NA	56	100	64	63	48	98	70	68	52
	Language	99	73	66	52	100	66	63	49	97	76	70	52
	Mathematics	99	83	78	61	100	70	70	53	98	78	76	58
5	Reading	100	71	NA	55	100	73	65	50	99	80	75	56
	Language	99	65	65	49	100	70	65	50	97	76	73	54
	Mathematics	99	78	83	63	99	70	67	49	100	75	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Academic Achievement
- Ü Parent/Educator Relations
- Ü Student Safety
- Ü Character Education
- Ü Tax Credit Dollars Expenditure Approval

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	33.72
Other Professional Staff	2.40	Teacher Aide	5.60

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	1	0	0
10 or more years	9	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Covered playgrounds
- Ü State-of-the-art Technology Labs
- Ü Multimedia Center/Library
- Ü Well-maintained athletic fields

Extracurricular Activities

- Ü Student Council
- Ü Learning Fairs
- Ü Chess Club
- Ü Music Performances
- Ü Intramural Sports
- Ü After School Enrichment Clubs
- Ü After School Child Care Program
- Ü Science and Art Clubs

Social Services

- Ü Health Services
- Ü District Family Resource Center Access
- Ü National Free/Reduced lunch program
- Ü Prevention Services
- Ü National Free breakfast program
- Ü Character Education Programs
- Ü Social Workers
- Ü Second Step Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Goal 1: Colina students will increase their understanding of mathematical concepts and applications. Successes: Colina's spring 2006 AIMS/DPA and spring 2006 TerraNova scores indicate above average student achievement in all mathematical strands.
- Ü Goal 2: Colina students will have varied opportunities to read and write across the curriculum. Successes: more circulation of library books; school daily silent reading time; book buddies; active participation in literature studies; journal writing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Colina is dedicated in providing a safe school environment. A Safety Team has developed a comprehensive plan to address emergency procedures, environmental safety, student education, and community partnerships. Visitors must sign in and wear a badge. Colina will continue to implement the Character Counts and Second Steps programs this year. Counseling and support groups are offered to children through our Safe Schools/Healthy Students grant.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kelvin Inouye	(480) 783-2600
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4175
School Nutrition Programs	Robin Boyd	(480) 783-2696
Parent Organization	Andrea McKeon and Susan Sheahan	(480) 783-2600
Student Health/Nurse	Gaylon Johnson	(480) 783-2684

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.